DOCUMENT RESUME

ED 350 038 JC 920 490

AUTHOR	Stolar, Steven M.; Cowles, James
TITLE	Enhancing Minority Male Enrollment: Students as Mentors.
INSTITUTION	Cumberland County Coll., Vineland, N.J.
PUB DATE	19 Sep 92
NOTE	21p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Black Students; Career Counseling; College Preparation; Community Colleges; Educationally Disadvantaged; *High School Seniors; *Hispanic Americans; *Males; *Mentors; Minority Groups; Peer Groups; Program Descriptions; Self Esteem; Student Recruitment; Two Year Colleges; *Two Year College Students
IDENTIFIERS	*Cumberland County College NJ

ABSTRACT

During the 1991-92 academic year, Cumberland County College (CCC), in New Jersey, initiated a mentor program to encourage enrollment of male minority high school seniors in postsecondary institutions. Twenty Black and Hispanic males in their senior year of high school participated in the program; all 20 were accepted to an accredited college before they received their diplomas. The project began with recruitment of mentors from among CCC minority male students who had graduated from local high schools. Recruitment efforts included individual letters sent to all prospective mentors, as well as a notice in the school newspaper and a campus flyer. Mentors were selected based on their having completed at least 12 credits at CCC while maintaining a minimum grade point average of 2.0 on a 4-point scale. Selected mentors received mentoring materials and attended a 2-hour training workship. To recruit mentees from area high schools, a college counselor conducted workshops at each school in Cumberland County, and also met individually with students to discuss their post-high school plans. Prospective mentees were also referred to the program by high school guidance personnel. The program included the following activities: (1) trips to the CCC campus; (2) a mini-conference at CCC for mentors and mentees to become acquainted; (3) a campus tour and attendance at mentors' college classes; (4) regular weekly contact with mentors in person or by telephone; (5) completion of interest surveys; (6) career awareness and self-esteem building workshops; and (7) a group trip to a historically black college. Eleven of the 20 participants selected CCC as their college of choice. (PAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED350038

Enhancing Minority Male Enrollment: Students as Mentors

Cumberland County College

Vineland, New Jersey

08332

by: Steven M. Stolar, Educational
Opportunity Fund Counselor

James Cowles, Talent Search Counselor

September 19, 1992

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. M. Stolar

J. Cowles

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC920490

BEST COPY AVAILABLE

Cumberland County College
Student Mentor Program

Abstract

During the 1991-1992 academic year, Cumberland County College established a student mentor program specifically designed to enhance enrollment of minority male students in post secondary institutions. Twenty black and Hispanic males in their senior year of high school were targeted to participate in this program. All twenty students were accepted to an accredited college before they received their diplomas, eleven of whom choose Cumberland. This paper describes the program in detail, provides an overview of the mentor training used, contains current references, and, appendix materials used throughout the year.

Enhancing Minority Male Enrollment: Students as Mentors

Cumberland County College

Vineland, New Jersey

Description of the Program

1. Program Objective: Traditional college age minority males from local high schools who are currently enrolled at Cumberland will be recruited, selected, and trained to serve as mentors to local high school senior males throughout the academic school year.

2. Program Goals:

   a. To introduce area high school students to post secondary education from another student's perspective.

   b. To increase male enrollment at area colleges

   c. To provide opportunities and incentives for college enrollment to students who may not otherwise enroll after high school.

3. Participating High Schools: All public high schools in Cumberland County will be invited to participate.

4. Program Size: The number of male students from Cumberland's campus will have an impact on the size of the program. Two high school students to one college mentor would probably be sufficient. Therefore, 25 mentors would enable 50 high school males to participate.

5. College Mentors: Recruitment of mentors will begin early in the Fall semester. The computer center will generate a mailing list of all minority males currently enrolled. These individuals will be sent a letter requesting their application to be student mentors. In addition, the college newspaper, and referrals from college faculty will be used to secure a sufficient pool of capable student mentors.

6. Screening of Mentors: Student mentors should be in good academic standing, have completed at least one semester at Cumberland, and have graduated from one of the local high schools.

7. High School Student Participation: A college Talent Search counselor will be in each of the high schools on a regular basis conducting workshops, and meeting with students individually and in groups to discuss their plans after high school. Mentees will be identified during these contacts and also from referrals by high

school guidance personnel. In addition, the following guidelines for selection should be kept in focus:

a. Male students who still have not made plans for themselves upon graduation.

b. Although college prep students would be appropriate, those in other high school programs such as business, general or vocational would also be entirely appropriate for this program.

c. Students of low socio-economic backgrounds who would probably not be able to attend college without financial aid assistance. These students very typically eliminate college as an option due to the expense involved.

d. Any male student who has expressed an interest in post secondary training but who lacks career direction or academic preparation.

e. First generation college students.

8. Transportation: The college van will be used to transport students to the college on visiting days. Also, the high schools may also transport their own students if they have a group large enough to substantiate the use of a school bus.

9. Lunch: Students will be able to purchase lunch in the college cafeteria at any time during the day. Brown bag lunches are also fine but locker space for storage will not be available.

10. Program Activities: The Mentoring Program will begin with a campus mini-conference where mentors and mentees will meet together for the first time. On this day, mentees will be welcomed by the college president, review the parameters of the program, attend classes with their assigned mentor, and participate in a campus tour. Thereafter, mentors will be responsible for weekly contacts, either by telephone or in person, with their assigned mentees throughout the academic year. The college's Talent Search counselor will also conduct ongoing activities with the mentees in the high schools. These activities will include, but will not be limited to:

    a. completing the financial aid application
    b. administering the Strong interest survey
    c. career awareness workshops
    d. self-confidence and self-esteem building workshops

11. Supervision: Student mentors will participate in regular supervision concerning their contacts with their mentees. This will be conducted by two college counselors who will coordinate these meetings either in groups or individually.

12. Compensation for Mentors: Mentors will receive a token compensation of five dollars per hour for their interaction with their assigned mentees. It is believed

that the mentors would participate regardless of whether or not they received compensation, simply out of their altruistic character or commitment to the community service concept. However, since a small pool of money was available, it was decided to distribute it among the mentors.

References on Mentoring

Auster, D. (1984). Mentors and proteges: Power-dependent dyads. Sociological Inquiry, 54, (2), 142-153.

Cosgrove, T. J. (1986). The effects of participation in a mentoring-transctipt program on freshmen. Journal of College Student Personnel, 27, (2), 119-124.

Darling L. W. (1986). The mentoring mosiac: A new theory of mentoring. In W. A. Gray & M. M. Gray (Eds.), Mentoring: Aid to excellence in career development, business and the professions. International Association for Mentoring, Vancouver: B.C. Canada.

Dictionary of Occupational Titles (1977). U. S. Department of Labor, Employment and Training Administration.

Gray, W. A. & Gray, M. M. (Eds.) (1986). Mentoring: Aid to excellence in career development, business and the professions. Proceedings of the first international conference on mentoring, Volume II. International Association for Mentoring, Vancouver: B.C. Canada.

Homer (1961). The Odyssey. Translated by Robert Fitzgerald. Doubleday & Co. Inc., Garden City: New York.

Hunt D. M. (1986). Formal and informal mentoring: Towards a framework. In W. A. Gray & M. M. Gray (Eds.), Mentoring: Aid to excellence in career development, business and the professions. International Association for Mentoring, Vancouver: B.C. Canada.

Kram, K. E. & Isabella, L. A. (1985). Mentoring alternatives: The role of peer relationships in career development. Academy of Management Journal, 28, (1), 110-132.

Kram, K. E. (1985). Mentoring at Work: Developing Relationships in Organizational Life. University Press of America, Lanham: MD.

Kram, K. E. (1883). Phases of the mentor relationship. Academy of Management Journal, 26, 608-625.

Levinson, D. J. (1979). The Seasons of A Man's Life. Alfred A. Knopf, New York: NY.

Lowney, R. G. (1986). Mentor teachers: The California model. Phi Delta Kappa Educational Foundation, Bloomington: Indiana.

Merriam, S. (1983). Mentors and proteges: A critical review of the literature. Adult Education Quarterly. 33, (3), 161-173.

Munson, C. E. (1984). Supervising Student Internships in Human Services. Haworth Press: New York.

Phillips, L. L. (1977). Mentors and proteges: A study of career development. Unpublished Doctoral Dissertation, University of California at Los Angeles.

Rice, M. B. & Brown, R. D. (1990). Developmental factors associated with self-perceptions of mentoring competence and mentoring needs. Journal of College Student Development, 31, 293-299.

APPENDIX A

Academic Year Time Table for the Mentor Program

Time Frame	Activity
October - first week	Recruitment of mentors *letters to all minority male graduates of local high schools *notice in school newspaper *campus flyers
October - third week	Open meeting of all interested students
November - first week	Screening of mentors *completed 12 credits *2.0 GPA *notify mentors of selection
November - third week	Training of student mentors
November - all month	Recruitment of high school mentees *notify guidance departments *workshops in high schools *Talent Search referrals
December - first week	Mentor/mentee trip to area colleges
December - second week	On-campus mini-conference *Myers Briggs Type Indicator *interest surveys *luncheon *campus tour
January - second week	Matching of students together notify students of mentor/mentee
February -	Financial aid application workshop and supervision of mentors
March -	Goal setting workshop and ongoing mentor supervision
May -	Group trip to historically black colleges
June -	Mentees' high school graduation attended by their mentors
July -	Follow up

APPENDIX B

- MEMORANDUM -

November 8, 1991

TO: All CCC Student Mentors

FROM: Mr. James Cowles, Talent Search Counselor
Mr. Steven Stolar, EOF Counselor

RE: Mentor Training

Enclosed you will find the material on mentoring which you need to read and digest before the training program this week. Also, please complete the exercise on page six. Write down any and all questions that come to mind during your reading and bring them to the training with you. This will be a valuable aspect of the meeting. We will have plenty of time to address all of your questions; they will be an important part of the program as well.

As we mentioned at the first meeting, there will be two training sessions.

Session 1 - will be held on Tuesday, 11/12 from 2:00 to 4:00 pm in room 14, down stairs in the Academic Building.

Session 2 - will be held on Friday, 11/15 from 2:00 to 4:00 pm also in room 14.

If you originally planned to attend one session, and now you need to switch to the other, this if fine. But you must attend at least one session, and you may attend both if you wish.

Please give either of us a call if you have any questions. Our numbers are:

James Cowles 691-8966
Steven Stolar 691-8972

See you next week, rain or shine!

A Preview to the Peer Mentoring Training Program

In the book, Seasons of a Man's Life by Daniel Levinson (1979), mentoring is regarded as an extremely important process in the development of young men. The mentor is a guide through a period of life, a teacher of information not available elsewhere, or an exemplar that the protege can admire and seek to emulate. The mentor supports and facilitates the realization of the Dream, guides, directs, and provides moral support to the protege in times of stress.

The Dictionary of Occupational Titles ranks mentoring as the highest and most complex level of functioning in the people related hierarchy of skills. The mentor must be able to listen with three ears: (a) Listen to what a person says; (b) listen to what a person does not say; (c) listen to what a person wants to say but does not know how to say it (Lowney, 1986).

The Origins of Mentoring

The practice of mentoring has been around for a long time. Although the word itself may seem new, the concept is timeless. The origins of any documented evidence of mentoring practice dates back to Greek mythology. As the story goes, Odysseus left his family to fight in the Trojan War. He knew he would not return for 20 years, so before leaving he entrusted his belongings and his son, Telemachus, to a close friend maned Mentor. In The Odyssey, this story is told and Mentor became a counselor, protector, and teacher to Telemachus until the return of his father.

The Mentor Training Program

This training will not last long, in fact, if you are one hour late you will have missed one half of it. Therefore, it is very important that you be on time, alert, and have read the material that has been sent to you prior to the training. Read it and also understand it.

Several colleges have developed similar programs with different goals. For example, students at Bloomsburg University's Mentor Program work toward accomplishing three goals:

1) To provide a feeling of warmth and welcome for new students;
2) to assist students in making a smooth transition from home to college,

3) and to help close the gap between faculty and students.

Mentoring programs at different schools will vary with respect to the students they assist, the length of their training, and their level of involvement with the institution. What mentors in various programs have in common is that they assist other students with hurdles or obstacles that they themselves have encountered.

Types of Mentoring

Consider if you will the multiple ways you have been of assistance to others, and the countless times you were mentored, given advice, coached, or just told what you should do by someone of authority or respect. These people may have been parents, teachers, coaches, ministers, or bosses. Thus, there are various different types of mentors. For example, the traditional mentor (an elder), the stepahead mentor (an older brother or sister), the co-mentor (a peer or friend), and the spouse mentor (who may be either a stepahead or a co-mentor) (Darling, 1986).

Various dimensions can be added to the mentoring relationship to help define and understand it. Happenstance mentoring can occur spontaneously by being in the right place at the right time to be motivated by the right person. Planned mentoring, or that which would occur in a structured college environment is less intense at the social level, and

would probably not result in strong long term relationships (Hunt, 1986). Some people however, are what we can refer to as non-bonders meaning they will probable never establish a solid mentoring relationship with another. Darling (1986) found that these people develop an array of self-mentoring strategies, some of which are marvelously creative, and others which are achieved through costly trial and error. Some of these self-mentoring strategies include: (a) talking to people, (b) reading books, (c) watching how others do things, (d) taking a class on a topic or field, (e) figuring things out, and (f) looking for new experiences. All things considered, it is more beneficial to have a mentor than to not. Studies have shown that all things being equal, those with mentoring relationships behind them have achieved more and are more prepared to give back to the world than those without such experiences.

Mentor relationships which develop naturally tend to be rather intense and can last for years. Very often however, when the relationship comes to its natural end there tends to be bitterness. As Levinson (1979) put it, the end of a mentor relationship does sometimes parallel the end of a love relationship, both can end with bitter feelings. However, following the separation the mentee will take the admired qualities of the mentor more fully into himself.

Regardless of their shape, size, or form, those significant and formative mentoring relationships have three

characteristics:

1) Attraction - mentees are attracted to mentors or vice-versa which start a relationship.
2) Action - the two engage themselves in the mentoring process. Levinson (1979) referred to this process as the mentor helping to "fulfill the dream" of the mentee, to actualize his potential, usually in a career path or educational venture.
3) Affect - to feel the lasting effect of this relationship, the changes it has brought about in one's life, and perhaps to even terminate the relationship if it becomes to intense or uncomfortable.

A model was developed by Gray (1984) which illustrates the goal of the mentor - mentee/protege relationship. The model is shown below.

The goal of this model is for the mentor to let the protege go when the protege is ready. Using this model can prevent the protege from having to engage in a struggle to become independent (Auster, 1984), and can prevent the bitterness that often occurs in informal mentoring relationships when one party does not want to part (Phillips, 1977), or does not want the relationship to be redefined (Kram, 1983).

Desirable Characteristics of Student Mentors

Most of what is expected of you as a mentor you should already be aware of. But for a deeper understanding of what we expect of all mentors review the following list.

1) You should believe in the value of higher education as a means for attaining a better quality of life and for personal growth and development.
2) Be in (and remain in) good academic standing with the institution. This means you should keep a minimum of a 2.0 grade point average.
3) Have a deep sense of respect for others and be committed to enhancing the status of others.
4) Hold high expectations of yourself and of the students you mentor (without being judgemental).
5) Be assertive to the point of engaging others and encouraging them to seek out answers to relevant questions.
6) Be willing to participate in ongoing supervision and training in order to facilitate their mentor/mentee relationship.

Summary

In summary, think about someone outside of your family who really helped or guided you at some point in your life. Answer the following questions in the space provided below.

1) Describe the person:

2) How did they help or guide you?

3) How did you feel during the relationship?

4) Was the experience valuable? How?

5) What conclusions can be drawn about helping relationships from your experiences?

APPENDIX C

Cumberland County College

Student Mentor Application

Name: _____ Date: _____

Social Security Number: _____

Address: _____

_____

_____

Phone Number: _____

Racial Group: (check one) African American ____;

Caucasian ____; Hispanic ____; Other ____

High School Attended: _____

Did you graduate? Yes _____; No _____

If yes, In what year? _____

In what activities did you participate in high school?

_____

When did you first enroll at Cumberland? _____

How many credits have you completed? _____

How many credits are you taking this semester? _____

Are you a day or evening student? _____

What is your major? _____

Use this space for any questions you may have.

_____

_____

_____

Please return this form to the EOF Office. Thank you.

APPENDIX D

Date

Dear _____:

Thank you for participating in the mentoring program. Your mentees' telephone number and address are listed below. Please contact your mentee by the end of this month and on a weekly basis thereafter. If there are any questions or concerns, please contact me at 691-8600 extension 249 between 8:30 a.m. and 4:30 p.m. You will receive information concerning your mentor supervision in the near future from either Mr. Stolar or myself.

Name _____

Address _____

_____

_____

Telephone _____

Sincerely,

James Cowles
Talent Search Counselor